

# Ormiston Six Villages Academy

## Annual Governance Statement from the Interim Executive Board

This statement provides information on the governance arrangements in place and gives an assessment of the effectiveness and impact for the academic year 2015-2016.

### 1. Governance arrangements

This has been a year of change for the governance of the academy. It has:

**Created an Interim Executive Board (IEB)** – an IEB replaced the Local Governing Body (LGB) in September 2015 and has had a full working year using its broader governance responsibilities. This results in a small group (5) overseeing governance with a strong emphasis on academy improvement, the teaching environment and outcomes for students. The IEB includes a National Leader of Education and National Leader of Governance.

**Set out priorities for effective monitoring** – the IEB reviewed reporting cycles and its approach to monitoring. It established a set of core key performance indicators, a business reporting and monitoring strategy and a set of strategic priorities for the IEB to pursue. This ensures the IEB is focussing on the right uncluttered information at its meetings.

**Carried out reviews to establish strengths and gaps** – a series of reviews have been conducted by external experts to give the IEB detailed baseline assessments of the capability within the academy and to identify strengths, gaps and the areas for action. These have provided the IEB with robust information to work with in moving the academy forward.

**Connected with the important policies** – IEB governors now take on the responsibility for specific areas of academy activity and their visits focus on themes rather than subject areas. These cover:

- Safeguarding
- Pupil Premium
- Finance
- Special Educational Needs and Disability
- Health and Safety

These IEB governors act as the lead spokesperson in meetings and information and reports are shared and discussed. This allows the IEB to have a direct connection with the overarching policy areas that support the curriculum delivery. Issues such as the curriculum, and teaching and learning issues are dealt with by the IEB as a whole.

**Sharpened the meeting structure** – IEB meetings are held once a month without using sub committees. This means all IEB governors are involved with discussions on all aspects of the academy governance, giving good responsiveness and focus in meetings.

There are several supporting working panels, including:

- Pay committee – dealing with staff performance and pay issues
- Exclusion panel – to consider any proposed permanent exclusions of students

**Embedded a skill based approach** – a full skills audit is undertaken annually to map IEB governor's skills against those required by a high performing governing body. This helps frame the training programmes and the recruitment criteria for IEB governors.

**Engaged with the life of the academy** – the IEB has a presence at key events in the academy year, alongside its governance involvement. In addition, an IEB day was held in

February where IEB governors spent the day in the academy to monitor teaching activities, develop priorities, and hold discussions with the senior leadership team. This enables the IEB to be aware of the impact of its policies and to use this to frame future priorities.

## **2. The effectiveness and impact of the IEB**

Most the work of the IEB is addressed at:

- ensuring delivery of the vision, ethos and strategies of the academy
- holding the Principal to account for the educational performance of students
- overseeing the financial performance of the academy and making sure its money is well spent

Issues of note that highlight where the IEB has made most impact include:

**Quality of Teaching** – IEB governors have had a continuous focus on ensuring high quality and inspirational teaching. They closely monitored: the classroom environment; the results of lesson observations; and the evidence provided by external regulators, experts and educational visitors. They have been encouraging and focussed on the development of teachers and the sharing of good practice. This has led to improved outcomes for the quality of teaching.

**Progress to targets** – throughout the year IEB governors receive detailed explanations of the progress students are making towards their expected targets and comparisons with national targets. They were particularly keen to develop a rapid increase in standards for the 2016 examinations.

IEB governors kept a close sight on overall targets and the number of students being targeted and offered extra support. They monitored current data on disadvantaged students and looked at evidence to identify a narrowing of the gap between boys/girls and for other user-defined groups [nationally defined groupings of students within the academy]. They looked at trend indicators in existing data through RAISEonline [national database of comparison information] and other external data sources.

This has allowed IEB governors to make improvements mid-year which have benefitted students and their eventual results.

**Pupil Premium** – this funding is used to deliver specific curriculum initiatives and extra support for eligible students and makes a positive difference to the progress of students. IEB governors have maintained a close interest in: the available toolkits, programmes and interventions; the cost for the outcomes being produced; and the whole class benefit of correct interventions. Particular attention was given to the progress and examination results of Pupil Premium and other nationally defined student groupings. This has allowed IEB governors to be kept well informed about the progress of these students.

**Special Educational Needs and Disability (SEND)** – IEB governors monitor the implications of SEND requirements on the academy to ensure students can access support and achieve well. Through this IEB governors are ensuring that all students can enjoy a rewarding educational experience.

**Ofsted** – The Academy received a challenging Ofsted inspection in January 2016 and whilst most of the issues identified by the inspectors were known to the academy it did give the IEB and the new Principal, who had just taken up her post, a helpful external assessment of the strengths and areas to develop within the academy. Action Plans were subsequently updated and strengthened to facilitate further rapid improvements in the academy.

**Resources** – IEB governors are involved in gaining the best from the resources of the academy, covering finance, human resources and the premises. This includes:

For finance - there are regular finance meetings between the resources IEB governor and the business manager. The IEB also received detailed information on the proposals for spending and the progress of the budget throughout the year. Budget spending plans are linked closely to the priorities of the academy and its improvement plans. Through this involvement IEB governors have maintained a sharp focus on the state of finances.

For human resources – IEB governors monitored closely: staff vacancies; the rates of sickness amongst teaching and non-teaching staff; and the performance management arrangements. This means they have a good strategic understanding about the application of human relations policies within the academy, their importance and impact.

For premises – the quality of the school buildings has been kept under review with IEB governors receiving reports on proposed and actioned changes. This has helped maintain the buildings in a good condition and has allowed the students and staff to benefit from a good environment.

For health & safety – IEB governors have maintained the focus on having risk assessments in place and receiving reports on injuries, accidents and potential risks. They have taken a close interest in trips out of school and the measures put in place to ensure they are delivered safely. This means that Health and Safety issues are given due consideration to help secure a safe educational environment.

### **3. The outcomes in GCSE examinations at year 11**

The primary focus of the IEB is to ensure that students gain the best educational experience they can. This is a combination of being safe and happy in the academy and about gaining the examination success they deserve. The outcomes from the examinations taken this year show:

The summer 2016 results reflected the hard work and investment that had been made over the year.

57% of the year group achieving 5+A\*-C GCSEs including English and maths. The percentage of students achieving A\*-C in both English and Maths is 60% which is a 17% increase on the same measure last year and the highest result in the academy's history. It is evidence of the impact of the rapid changes that have taken place.

65% attained A\*-C in English Literature/Language and 65% A\*-C in Maths There were also strong outcomes in other core subjects such as Geography, History and Languages. Of note is the achievement of History students with 44.8% of all grades being in the top A\* - A bracket.

Ken Lloyd

Chair of the Interim Executive Board  
Ormiston Six Villages Academy

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